

## **Personal Supervision Model**

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**Abstract**

This paper consists of the personal supervision model of the author. The paper will discuss the transtheoretical model, while breaking the model into various parts. The first part will involve the theoretical supervision model, which consists of the humanistic model. The next section is the developmental model, which will consist of the developmental approach in the transtheoretical model as well as integrated developmental supervision model. Next the process model will be discussed which will consist of both the transtheoretical approach as well as the discrimination model. Finally, a discussion on spirituality within supervision will be discussed including a look at Biblical integration in supervision.

*Keywords:* supervision, transtheoretical model, developmental

### **Personal Supervision Model**

Counselor educators have many roles. One of the most important roles of a counselor educator is that as a supervisor. Counselors tend to connect to a specific theoretical framework; educators connect to a specific teaching philosophy and supervisors connect to a combination of supervision models to assure the supervisors' needs are met. There are many supervision models that a clinical supervisor may apply to aid the growth of a clinical supervisee. One of the models that blends theoretical, development, and process is that of the transtheoretical model. This model leans more toward the humanistic theoretical model while making its own developmental and process frameworks (Bernard & Goodyear, 2014). Even though the transtheoretical model does create its own process models, it also leans on the discrimination model to aid the growth of the supervisee at their development (Bernard & Goodyear, 2014). This paper aims to elaborate on the transtheoretical model and how it can be broken down into theoretical, developmental, and process models. The paper will also discuss a spiritual model as well as the authors complete supervision model for supervision, including how to incorporate biblical views within the model to aid in the supervision process.

### **Foundational Theoretical Model (choose one to develop),**

There are many theoretical models a supervisor can use to help the supervisee grow. The transtheoretical model can be used with various theoretical models including cognitive behavioral theory and solution focused, however it concentrates more on the humanistic model (Bernard & Goodyear, 2014). The humanistic model is a model that is built on relationships (Bernard & Goodyear, 2014; Dantzler & Volkmann, 2017; Perryman et al., 2016). Based on Carl Roger's humanistic theory, it builds on the self-exploration of the supervisee to be the change agent. This theoretical model aims for the supervisee to grow in confidence and in the therapy

process as healer. In this theoretical model it is important for the supervisor to be authentic, empathetic, genuine, and warm for the supervisee to feel safe and able to trust for their to be professional and identify growth. It has been shown that the humanistic model can help counselors avoid burnout as well as gain their professional identity (Lambie, 2006; Peters & Rivas, 2018). The humanistic model has been implemented in several other supervision models which shows the power of a good supervision relationship has in the professional growth of a supervisee.

### **Developmental Approach (choose one to develop)**

The transtheoretical model consists of six developmental stages. The first, known as the precontemplation stage, consists of supervisees not being open or ready for change, thus being defensive when provided feedback (Bernard & Goodyear, 2014). The second stage, the contemplation stage, is when a supervisee is aware that there needs to be change but does not know how to follow through with it (Bernard & Goodyear, 2014). The next stage, the preparation stage, is when supervisees are ready to work on building changes and need the supervisor's guidance for professional development (Bernard & Goodyear, 2014). Afterwards, the supervisees fall into the action stage, where they have more autonomy and growth, applying interventions on their own with clients (Bernard & Goodyear, 2014). As the supervisee grows in autonomy, it is important to assure that there is consistency in the interventions and the supervisee's professionalism, which is the maintenance stage (Bernard & Goodyear, 2014). The last stage in the transformational model is the termination stage, which is the end of the supervision model (Bernard & Goodyear, 2014).

Even though the transtheoretical model has its own developmental stages, it is important to note the most popular and most used developmental model known as the Integrated

Developmental Model (IDM) (Bellinger & Carone, 2021; Bernard & Goodyear, 2014). This model consists of four different stages, which are known as levels, based on a supervisee's level of motivation, awareness, and autonomy (Bernard & Goodyear, 2014). The first level is where supervisees need more guidance, support, and structure. Level 2 helps build a supervisee's view on conceptualization and allows the supervisor to use confrontation intervention to discuss discrepancies observed with the supervisee (Bellinger & Carone, 2021; Bernard & Goodyear, 2014). It also aids to discuss the topics of countertransference and transference. Level 3 consists of the supervisee gaining more autonomy and motivation and might simply need a peer relationship rather than a full supervisor role (Bellinger & Carone, 2021; Bernard & Goodyear, 2014). The last stage is when the individual is fully autonomous and motivated and no longer in need of supervisory relationship (Bernard & Goodyear, 2014). It is important to note that IDM has been used to help with supervision in play and sand therapy (Dantzler & Volkmann, 2017; Perryman et al., 2016).

Even though two different developmental stages were discussed, one can see similarities on how the autonomy of the supervisee changes as the developmental stages change and how they both lead to a more autonomous and professional supervisee. In both of these developmental stages it is crucial to meet the supervisee where they are. It is also important to remember that to help the supervisees grow in their developmental stages, a good supervision relationship must occur. Thus, for any developmental model to work a good relationship must occur in order for proper communication to occur between supervisor and supervisee for there to be a growth in autonomy and professional development.

### **Supervision Process Model (choose one to develop)**

The process model relates to how a supervisor views the relationship between supervisee and supervisor (Bernard & Goodyear, 2014). One of the most used supervision process models is that of the discrimination model, which is also used throughout the transtheoretical model. This model has the supervisor meeting three distinct roles that aid the supervisee in their development. The three roles the supervisor must fill during supervision is that of teacher, counselor, and consultant (Bernard & Goodyear, 2014; Dantzler & Volkmann, 2017; Hayden, 2019).

The teacher role is considered to be the highest support role a supervisor can have (Bernard & Goodyear, 2014). As a teacher, the supervisor provides instruction and modeling of interventions or counseling skills for the supervisee to learn new skills. In training supervisees tend to need this role a lot more than those that might be post-graduation. When acting as a teacher, supervisors should also provide feedback to their supervisees to grow and become more professional in their skills (Bernard & Goodyear, 2014; Dantzler & Volkmann, 2017; Hayden, 2019). This role aids supervisees in developing new skills, interventions, and even learning new ways of assessments. This can also be applied to creative counseling interventions such as play, sand, and drama in counseling (Dantzler & Volkmann, 2017; Hayden, 2019).

The next role a supervisor uses is that of a counselor (Bernard & Goodyear, 2014; Dantzler & Volkmann, 2017; Hayden, 2019). This role aims to help supervisees reflect on their counseling sessions. This role aids the supervisee to gain awareness of reasons they may be having a hard time with a particular client or even if they are experiencing transference. It is important for a supervisor not to become the supervisee's counselor but just aid in the reflection process and if needed direct the supervisee to a counselor for further assistance. The other role is the consultant role. This role is the role that provides a low level of support (Bernard &

Goodyear, 2014). This relationship is more collegial, it is used for supervisees to start trusting themselves as professionals.

The newest part of the transtheoretical model involves the process section which has interventions to help supervisors help their supervisees change from developmental stage to the next. The transtheoretical model breaks the intervention or the processes into two groups, experiential and behavioral, which consists of five distinct interventions or steps (Bernard & Goodyear, 2014). The first group of interventions is that of the experiential process. The first intervention revolves around consciousness rising which helps supervisees develop an appreciation toward the clinical process (Bernard & Goodyear, 2014). This stage involves questioning to analyze learning styles. The second intervention involves dramatic relief or parallel processing in order for the supervisee to explore the supervisee-client interactions (Bernard & Goodyear, 2014). Next it is important that the supervisee self-evaluate their affect and cognitive throughout the supervision process to explore their own professional image. Apart from self-evaluation, supervisees are asked to evaluate their environment, to explore positive and problematic (Bernard & Goodyear, 2014). The environment affects and individual, therefore, exploring the environment helps the supervisor also explore themselves and eventually fall into the last intervention, which is self-liberation, which is where supervisees are called to be more self-aware, and take responsibility for their actions.

The next process that transtheoretical model discusses is that of behavioral. The first intervention consists of supervisors to have stimulus control or avoid rewards that can affect the supervisee, such as shame inducing remarks. The next intervention is called counterconditioning (Bernard & Goodyear, 2014). This intervention consists of the supervisor reviewing a recording and exploring alternative approaches to what the supervisee used and exploring how the

supervisee feels about using a different approach. Providing positive feedback is the third intervention and is called contingency management. By providing positive feedback the supervisee grows in self-efficacy (Bernard & Goodyear, 2014). One thing that the behavioral process works with is also the supervisee as part for the counseling profession (Bernard & Goodyear, 2014). In the fourth intervention, social liberation, the supervisor aids the supervisee find their membership in the profession as whole and can involve mentorship, which also connects with the final intervention which involves a helping relationship (Bernard & Goodyear, 2014).

When looking at the behavioral and experiential process as a whole, the transtheoretical process interventions are connected with the discrimination model and aim to build the supervisee to be a professional counselor. Understanding that the discrimination process model is situation specific, meaning a supervisor can switch a given role depending on what the supervisee means at the time, is important to note, especially when using the transtheoretical framework. The discrimination model combined with the experiential and behavioral process model from the transtheoretical model helps a supervisor help a supervisee grow as a clinician as well as in their professional identity.

### **Spiritual Model**

Spirituality, religiosity, and faith are unique to everyone. As supervisors it is important to see how religion, faith, or spirituality affects a supervisor. The Integrative Spiritual Development Model is a good framework to help supervisors explore where a supervisee is in the spirituality and how to help them help their clients (Bernard & Goodyear, 2014). This framework was created for substance abuse counselors (Bernard & Goodyear, 2014; Ogden & Sias, 2011), however, it can also be applied to all counselors, as everyone has some type of spirituality, for



even lack of spirituality means something. Helping a supervisee understand where they are, can better help them with their clients (Bernard & Goodyear, 2014). This model of spiritual awareness involves the supervisor to understand the supervisees spiritual orientation (Bernard & Goodyear, 2014). Apart from seeing the spiritual orientation of the supervisee, it is important to assess where the supervisee is developmentally in their spirituality as well as in their moral values to assure appropriate supervision as the supervisees developmental stage (Bernard & Goodyear, 2014). During the sessions, reflection is necessary to assure that the supervisee is being multicultural inclusive. Lastly, an important part of this framework is that of feedback and mentorship (Bernard & Goodyear, 2014). This is important for the supervisee to continue to grow as a counselor as well as in their spiritual development.

### **Biblical Worldview**

Even though the Integrated Spiritual Model is a good framework to follow to integrate spirituality in the supervision model and to be inclusive to all spirituality and faiths, it is also important to view spirituality with a Bible perspective. Christians view the Bible as a handbook, therefore, using the Bible to address supervision is very important. The Bible tells its readers in Titus 2 how the older must train the younger and be an example for those that are following behind them. This is important to keep in a heart of someone who believes the True Word the Bible discusses because Jesus himself set an example for His followers, therefore the supervisors role is to be a model, mentor, teacher, and counselor to their supervisee to aid them to see what a counselor's professional identity is like.

Apart from being an example, we are also called to pray for them, even if they are not Christian. The Bible has many scriptures that show the importance of praying for those that do not know God. However, in 1 Timothy 1-4, it is evident that believers ought to pray for "all

people,” this also means the supervisee that might be coming for supervision that does not know Christ and wants nothing to know about the Bible. Christians are called to love (John 13:34-35: 15:13), which is something supervisors should always show to their supervisees, love, compassion, and care. Thus, reading on the importance of prayer and love, it is important to use it in supervision.

Once again, if a believer, believes the Bible is true, and they are a clinical supervisor, they ought to use the Bible as the handbook for good supervision as Jesus came down from the Heavens to teach, counsel, and supervise. He aided His disciples to learn how to do His work by meeting them where they were, providing them feedback, and teaching along the way. Therefore, the Bible shows a supervisor the way to be a good supervisor by reminding them the importance of meeting the supervisee where they are, showing them love, praying for them, and being a mentor.

### **Conclusion**

In conclusion, there are many supervisions models a supervisor or a counselor educator can choose from. The author of this paper felt connected with the transtheoretical model, as well as the IDM, and the Integrated Spiritual Developmental Model. This paper discussed all those models and broke it down into theoretical model, development model, process model, and spiritual mode. The paper also discussed how Biblical views may aid in the supervision relationship as well as aid in a model of itself.

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